

# Eat Smart. Play Hard.™

## Formative Research: *Building the Foundation Brick by Brick*

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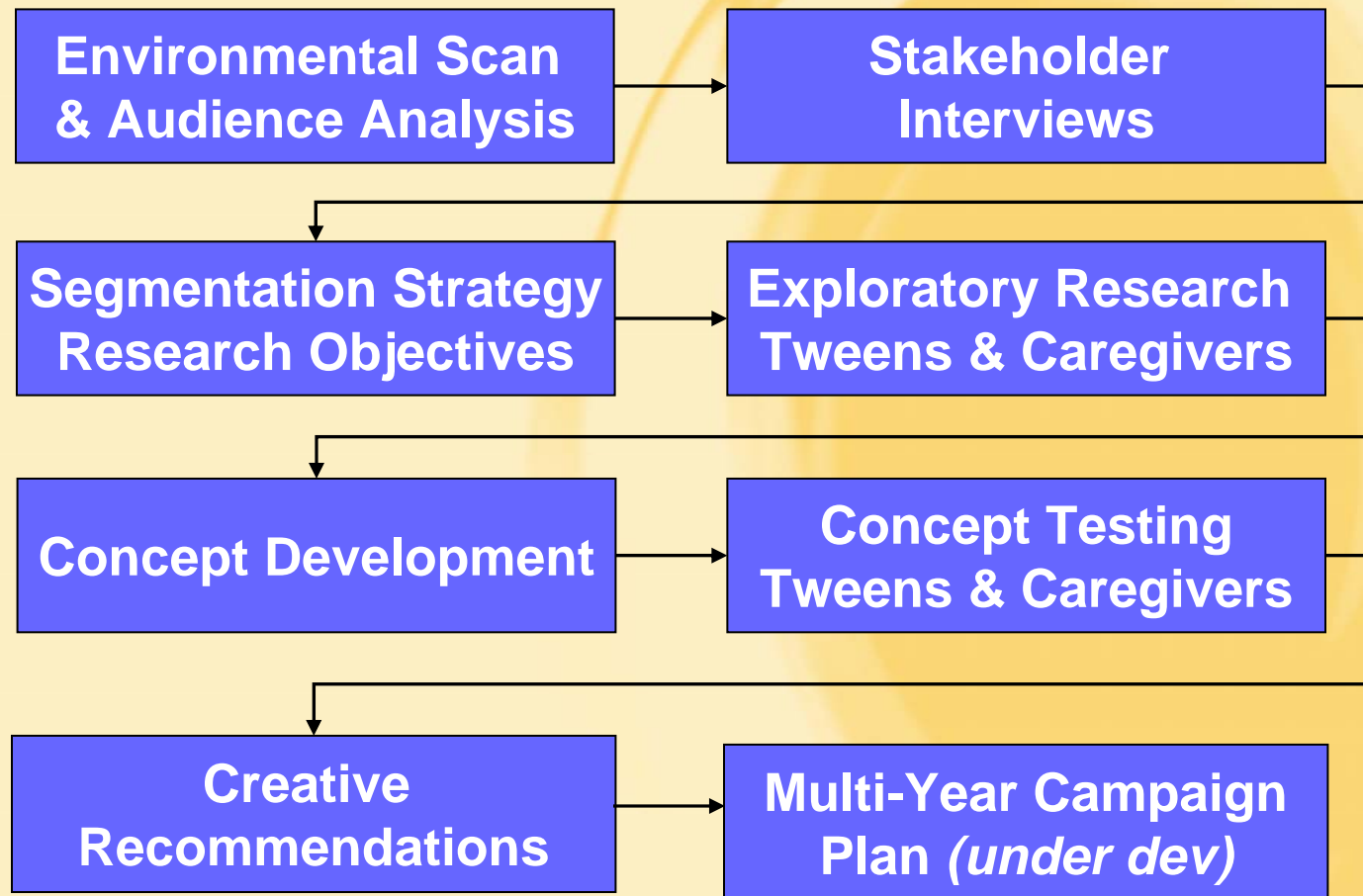
*American Institutes for Research (AIR)*



Food and Nutrition Service

Eat Smart. Play Hard.™

# Phase II Plan Development



# Formative Research Objectives

- To identify:
  - Best practices
  - Environment
  - Barriers/motivators
  - Motivation to change
  - Influential sources/channels/formats
- *Findings from each phase shaped objectives for next phase*



# Methodology: ESAA

- Census Bureau web site
- Literature review
- Internet searches of
  - Federal sites for unpublished literature
  - Youth websites
- Market data on media habits



# Methodology: Interviews

- 88 stakeholder interviews
  - response rate 79%
- Structured, open-ended
- 15 to 25 minutes
- Interview list provided by FNS



# Methodology: Exploratory Research - Tweens

- 16 focus groups
- Segmentation
  - Age (8-10 vs. 11-12)
  - Gender
  - Location (Urban vs. Rural)
- Two focus groups per segment
- Mix of race/ethnicities
- Over-recruiting from free/reduced lunch households



# Methodology: Exploratory Research – Parents

- 8 focus groups with parents/caregivers
- Segmentation
  - Doers vs. Thinkers
    - ✱ Doers actively model and encourage healthy eating/physical activity (HE/PA)
    - ✱ Thinkers know they should encourage/model but do not
  - Location (Urban vs. Rural)
- Mix of race/ethnicities
- Over-recruiting from free/reduced lunch households



# Key Findings - Tweens

- “Strength” - #1 reason for HE/PA.
- HE – mostly negative; PA – fun.
- Tweens know what “healthy eating” means.
- “Mom” most influential.





# Key Findings - Parents

- Know they are role models but don't practice what they preach.
  - No time to model/be involved.
- Thinkers don't believe they can influence children to eat better; doers do.
- Thinkers don't rely on media as main source of information on HE.
  - No reliable sources of help.



# Key Findings – Both Audiences

- It is OK to eat whatever you want as long as you are physically active.
- No perceived relationship between healthy eating and physical activity.



# Major Implications - Tweens

- Reposition HE in more positive context.
  - elevate its importance to that of PA
- Include strength and fun as key benefits of HE/PA.
- No need to define HE.
- Correct the misunderstanding of link between HE and PA.



# Major Implications - Parents

- Promote the importance of “do as you say”
- Shift “thinkers” to “doers.” Help parents realize their “influencer potential.”
- Implement multi-channel campaign.
- Correct the misunderstanding of link between HE and PA.



# Methodology: Concept Testing

- **Tweens**
  - 24 triads with 8-10 years
  - Segmentation
    - ★ Gender
    - ★ Location (urban vs. rural)
- **Parents/Caregivers**
  - 8 focus groups with “thinkers”
  - Segmentation
    - ★ Location (urban vs. rural)
- *Reflecting ethnic/racial diversity of location*
- *Most participants from free/reduced lunch households*



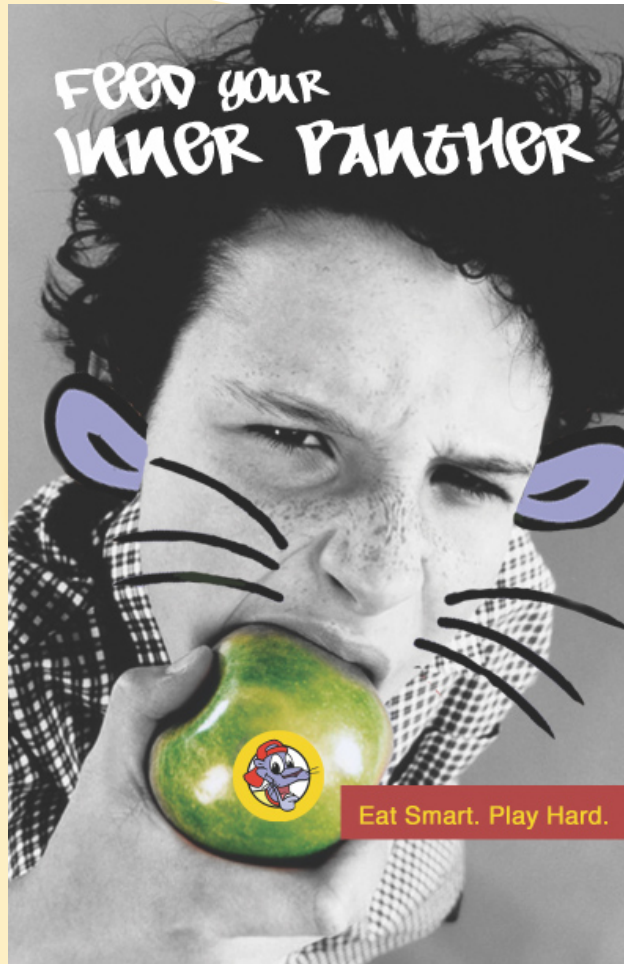
# Concepts & Findings - Tweens



- Need to strengthen cause-effect link
- “Failure” and “Play Hard” combination brought new meaning
- Reward better than negative results



# Concepts & Findings - Tweens

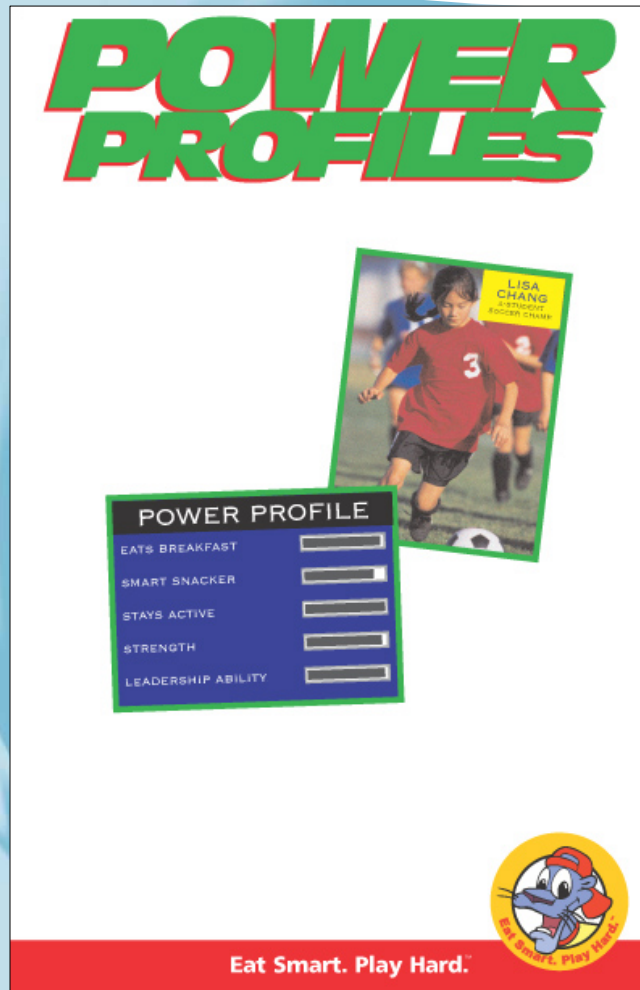


- Caught attention in a positive way
- Headline too abstract; works well when revised
- Tweens' literal nature necessitates clarification
- Need to profile PP attributes





# Concepts & Findings - Tweens



- Some saw the concept as offering standards and encouraging self-reflection.
- Viewed the role model as “cool.”
- Wanted a bar graph of their own attributes





# Concepts & Findings

## - Parents/Caregivers

### POWER MOMENTS.



- Liked the idea of visual reminders
- “Teachable moment” idea was motivating
- ‘Place’ in the marketing mix



# Concepts & Findings

## - Parents/Caregivers



- “Powerful” means something different
- A parent leading their child to healthier choices was well received
- Red hat reaction showed need to forge relationship with PP



# Concepts & Findings

## - Parents/Caregivers



- Leading by example was motivating
- Behavior was easy, affordable, something they could see themselves doing.
- Message was clearly understood
- Visual evoked a strong positive reaction in every focus group.



# Phase II Creative Strategies - Tweens

## The Inner Panther

- “Be as powerful as a panther”
- Positive, fun, and motivating reminder of the inner power (strength/potential) that tweens have by eating smart and playing hard.
- Opportunity to reinforce/reintroduce and personalize Power Panther attributes.



# Phase II Creative Strategies - Parents

## Internal Role Models

- Parents are internally motivated to act as positive role models.
- When reminded of the role they serve, their motivation is strengthened.
- Central strategy to reach parents and help them take on new behaviors.



# Phase II Overarching Strategies

- Rebrand/reposition Power Panther and campaign.
  - Position as overarching FNS campaign.
- Develop integrated messages and materials that leverage resources.
- Increase the capacity of FNS programs to adapt campaign.



# Next Steps

- Finalize campaign plan
- Develop branding resources
- Solicit feedback
- Provide materials/activities to make Power Panther more interactive and to promote consistent messages

